

1984

Teachers' Perceptions of School Effectiveness Factors in the Stewardson-Strasburg School District

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Eastern Illinois University

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TEACHERS' PERCEPTIONS OF SCHOOL
EFFECTIVENESS FACTORS IN THE
STEWARDSON-STRASBURG SCHOOL DISTRICT
(TITLE)

BY

Edward Lee Allen

FIELD EXPERIENCE

THESIS^{XX}

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
• CHARLESTON, ILLINOIS

1984

YEAR

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DEPARTMENT CHAIRPERSON

**TEACHERS' PERCEPTIONS OF SCHOOL EFFECTIVENESS
FACTORS IN THE STEWARDSON-STRASBURG
SCHOOL DISTRICT**

By

Edward Lee Allen

B.S. Eastern Illinois University, 1969

M.A. Eastern Illinois University, 1975

FIELD STUDY

**Submitted in partial fulfillment of the requirements for
the degree of Specialist in Educational Administration
in the Graduate School, Eastern Illinois University,
Charleston, Illinois.**

1984

ABSTRACT

Statement of Purpose

The purpose of this field study was to determine how the Stewardson-Strasburg schools in Stewardson, Illinois, would do when assessed on school effectiveness factors. As high school principal for the district since 1982, the researcher saw the need for a systematic means of receiving teacher input regarding their perceptions of how well the district measured up on school effectiveness factors. The researcher viewed teacher perceptions of the district's school effectiveness factors as a useful starting point for commencing what will be an ongoing study for improving the quality of education in the Stewardson-Strasburg public schools.

Procedure

The Teacher Feedback Survey constituted the criterion measure or instrument used, to solicit teacher perceptions of school effectiveness factors. Dr. David Bartz of Eastern Illinois University constructed the survey. Dr. Bartz developed the survey based on the research conducted by Edmonds, Brookover and Lezotte, Weber and a review of current literature addressing the issue of identifying

school effectiveness factors. The data for the study were collected at a faculty meeting of thirty-one teachers of the Stewardson-Strasburg public schools using the Teacher Feedback Survey. The results of the survey were scored by the computer center at Eastern Illinois University.

The study is divided into five chapters. Chapter One explains why the researcher selected the specific question addressed by the study which is: Based on the perceptions of teachers, how effective are the Stewardson-Strasburg public schools as measured by school effectiveness factors? Chapter Two gives the rationale for the study and a review of recent research and literature concerning school effectiveness factors. Chapter Three describes the Teacher Feedback Survey, how the survey was administered, and the general characteristics of the Stewardson-Strasburg district. Chapter Four summarizes the results of the study for each of the twenty-two items on the survey. The researcher lists the results, conclusions, and recommendations for each item on the survey individually. Chapter Five summarizes the recommendations of the researcher based on results from the Teacher Feedback Survey. Twenty-one specific recommendations pertaining to school effectiveness factors in the Stewardson-Strasburg district are listed by the researcher.

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CHAPTER I

OVERVIEW OF THE PROBLEM

Introduction

During the past two years numerous study groups have released reports pertaining to public education in the United States. Public schools have suddenly come under close scrutiny regarding the quality of schooling which students receive. President Reagan's National Commission on Excellence in Education Study (1983), entitled A Nation at Risk,¹ has generated significant attention among the media and general public. A major thrust of A Nation at Risk and similar types of studies has been to prescribe remedies for improving the quality of education in public schools.

Schools today must address both the difficult political climate accompanying such national reports and growing questions concerning the effectiveness of each local school system. Various studies conducted during the past decade have attempted to identify what researchers refer to as school effectiveness factors. This search for school effectiveness factors or what constitutes an effective school has been influenced by the desire of many educators to improve public education for the nation's school children.

In the Stewardson-Strasburg public school system, the question has also been raised regarding how the district would do when assessed on school effectiveness factors. The researcher has considered this question over the last two years that he has served the district as the high school principal. The researcher sees the need for a systematic means of receiving teachers' input regarding their perceptions of how well the district measures up on school effectiveness factors. The rationale for utilizing teacher input as the initial reference point for assessing the district's performance on school effectiveness factors is predicated on the belief that teachers' perceptions can provide a meaningful starting point for assessing and improving such factors.

Statement of the Problem

As was previously indicated numerous national study groups have released reports on public education concerning the quality of schooling which students receive. The impact of such studies will likely be affected by the commitment of local districts to use the studies as a springboard for identifying and addressing problems at their level. Therefore, rather than assuming the recommendations included in A Nation At Risk and other related studies necessarily apply to the specific needs of the Stewardson-Strasburg district, the researcher has initiated an

assessment of school effectiveness factors at the local level based on a review of school effectiveness research. The specific question addressed by this study is: Based on the perceptions of teachers, how effective are the Stewardson-Strasburg public schools as measured by school effectiveness factors?

Limitations of the Study

Relying solely upon teacher input as the reference point for assessing the school effectiveness factors for the Stewardson-Strasburg district is a major limitation of this study. Another limitation is the reliance on perceptual data rather than any direct outcome measures of school effectiveness such as student achievement. Despite these limitations, however, the researcher believes that teacher perceptions of the district's school effectiveness factors provide a useful starting point for commencing what will be an ongoing study for improving the quality of education in the Stewardson-Strasburg public schools.

CHAPTER II

RATIONALE, RELATED LITERATURE AND RESEARCH

Rationale

This research is predicated on the premise that an initial step in identifying areas where a school district might improve begins by seeking teacher input. Furthermore, this study accepts the validity of recent research conducted by Edmonds (1981), Brookover and Lezotte (1979), Weber (1972) and others concerning school effectiveness factors as a basis for constructing guidelines with which to assess school effectiveness. In essence, the rationale of this study is that teacher input can provide an initial reference point for making educational change at the local district level and that the school effectiveness factors identified by Edmonds and others are credible criteria on which to base teacher perceptions of school effectiveness factors.

Related Literature and Research

During the past decade numerous school effectiveness studies have been conducted. Weber's (1972) study influenced further research by Edmonds (1981) who used Weber's findings as reference points to initiate further study. Edmonds concluded that effective schools evidence strength in five

major areas: (1) strong instructional leadership by the school administration, (2) a safe and orderly learning environment, (3) clearly defined and understood instructional goals, (4) high expectations by the staff concerning student achievement and, (5) a regular system of measuring student achievement for program evaluation purposes.²

Lazotte and Brookover (1979) found the following factors to be related to effective schools: (1) emphasis upon mastery of basic skills, (2) staff commitment to the goal of bringing all students to the level of their competency, (3) strong leadership by the administration concerning especially the student achievement of basic skills, (4) frequent parent contact with the school and, (5) willingness by the teachers and administration to change the status quo.³ Similar findings have been reported by Rutter (1979), McCormack (1979), and Phi Delta Kappa (1980). These three studies emphasized the importance of clearly stated goals and learning objectives, high expectations among the staff for student achievement, a structured but not overly-restrictive learning environment, and the importance of teachers as positive role models.⁴ Many of these characteristics of effectiveness factors were summarized in A Nation At Risk which emphasized that a school achieves and promotes excellence by establishing "high expectations and goals for all learners, then tries in everyway possible to help students reach them."⁵

D'Amico, in an attempt to synthesize the research, has summarized school effectiveness factors included in four of the major studies. The results of his summarization are presented here:⁶

Brookover and Lezotte (1979)

- (1) Improving schools accept and emphasize the importance of basic skills mastery as prime goals and objectives.
- (2) Staff of improving schools believe all students can master the basic skills objectives and they believe the principal shares this belief.
- (3) Staff of improving schools expect their students will go on with their education.
- (4) Staff of improving schools do not make excuses: they assume responsibility for teaching basic skills and are committed to do so.
- (5) Staff of improving schools spend more time on achieving basic skills objectives.
- (6) Principals at improving schools are assertive instructional leaders and disciplinarians, and they assume responsibility for the evaluation of the achievement of basic skills objectives.
- (7) Staff at improving schools accept the concept of accountability and are involved in developing (or using) accountability models.
- (8) Teachers at improving schools are not very satisfied or complacent about the status quo.
- (9) There is more parent-initiated contact and involvement at improving schools (even though the overall amount of parent involvement is less).
- (10) The compensatory education programs in improving schools de-emphasize para-professional involvement and teacher involvement in the selection of Comp-Ed-bound students.

Edmonds (1981)

- (1) Clarity that pupil acquisition of the basic school skills takes precedence over all other school activities.
- (2) There is a climate of expectation in which no children are permitted to fall below minimum but efficacious levels of achievement.
- (3) Administrative leadership is strong and without it the disparate elements of good schooling can be neither brought together nor kept together.
- (4) A means is present by which pupil progress can be frequently monitored.
- (5) There is an atmosphere that is orderly without being rigid, quiet without being oppressive, and generally conducive to the instructional business at hand.

Phi Delta Kappa (1980)

- (1) Successful schools are characterized by clearly stated curricular goals and objectives.
- (2) The leaders' attitudes toward urban education and expectations for school or program success determine the impact of the leader on exceptional schools.
- (3) The behavior of the designated school or program leader is crucial in determining school success.
- (4) Successful urban schools frequently employ techniques of individualized instruction.
- (5) Structured learning environments are particularly successful in urban classrooms.
- (6) Reductions in adult/child ratios are associated with positive school performance.
- (7) Successful schools are often supported with special project funds from federal, state, and local sources.
- (8) Successful urban schools are characterized by high levels of parental contact with the school and parental involvement with school activities.

- (9) Successful schools frequently use staff development or inservice training programs to realize their objectives.
- (10) Resource and facility manipulations alone are insufficient to affect school outcomes.

Rutter and others (1979)

- (1) Outcomes were better in schools where teachers expected the children to achieve well.
- (2) Outcomes were better in schools that provided pleasant working conditions for the pupils.
- (3) Outcomes were better in schools where immediate, direct praise and approval were the prevalent means of classroom feedback.
- (4) Outcomes were better in schools where teachers demonstrated punctuality, concern for the physical well-being of the school building, concern for the emotional well-being of the pupils, and restraint in the use of physical punishment.
- (5) Children's behavior was better in schools where teachers were readily available to be consulted with teachers by children about their problems.
- (6) Outcomes were better in schools where a high proportion of children held some kind of position or responsibility in the school system.
- (7) A school's atmosphere is influenced positively by the degree to which it functions as a coherent whole, with agreed ways of doing things that are consistent throughout the school and that have the general support of all staff.

Based on a review of the literature and research pertaining to school effectiveness factors, it appears that while some disagreement may exist, there are many factors for which researchers are in agreement. The criterion measure for this study, the Teacher Feedback Survey, was developed on the basis of utilizing these common school effectiveness factors.

CHAPTER III

DESIGN OF THE STUDY

General Design of the Study

This is a field survey in that the data were collected in a non-laboratory environment without any manipulation of the independent variable. The independent variable is the performance of the school district as perceived by teachers with respect to the school effectiveness criteria. School effectiveness factors represent the dependent variable. These factors have been separated into twenty-two items contained on the Teacher Feedback Survey (Appendix A) which serves as the criterion measure.

Sample and Population

This study is based on a sample of thirty-one teachers in the Stewardson-Strasburg public schools. All staff members present during the day on which the instrument was administered were included in the sample. Specifically, ninety-four percent of the district's teachers responded to the survey instrument. Since virtually the entire staff participated in the survey the issue of randomness does not apply. With respect to the representativeness of the sample, the high response rate gives credence to a representative sample. Implications of this study for other school

districts largely depend upon characteristics of the sample and the population to which one would be inferring. Specifically, inferences or generalizations made to another district from the results of this study should compare the characteristics of the district studied to those of the other district.

Stewardson-Strasburg District 5A is a unit district encompassing a primarily agricultural area of 112.56 square miles with an estimated total population of 1500 people. In 1951 two rural school districts centered around the towns of Stewardson (750 pop.) and Strasburg (450 pop.) consolidated by referendum into a single unit school district. On a twenty-three acre site along State Route 32 and exactly three miles between the two towns, a single-story building houses the district's 446 students K-12. The student and adult population of the district consists of an all-white, predominantly protestant people. The teaching staff and administration are all-white, with about one-half living within the district and one-half commuting from surrounding communities.

Data Collection and Instrumentation

The Teacher Feedback Survey constituted the criterion measure or instrument used to solicit teacher perceptions of school effectiveness factors. Dr. David Bartz of Eastern Illinois University constructed the Teacher Feedback Survey.

Dr. Bartz developed the survey based on the review of current literature addressing the issue of identifying school effectiveness factors. The instrument addressed the issue of content and face validity in that it was developed from established criteria in the area. This is not to advocate, however, that consideration for revisions of the instrument in the future would not be apropos. The Teacher Feedback Survey is presented as Appendix A.

The data were collected at a faculty meeting of thirty-one teachers of the Stewardson-Strasburg public schools. The instructions which were given to the teachers when it was administered by the researcher are listed in Appendix B. The teachers completed the questionnaire in the setting of the faculty meeting as opposed to taking the questionnaire with them to complete at their leisure.

Data Analysis

Descriptive statistics in the form of frequency counts and percentages are the basis of reporting the data. The data were analyzed by item and broken down into sub-groups of elementary teachers and secondary teachers so that more specificity could be added to the results. The Teacher Feedback Survey was scored by the computer center at Eastern Illinois University.

CHAPTER IV

RESULTS

Introduction

The results of the teachers' responses are presented in the tables in this chapter for Elementary (K-6), Secondary (7-12), and Total (both groups combined). There are three teachers who teach at both the elementary and secondary levels and who are categorized as "Both" on the survey instrument. However, because of the small number of respondents in that category, their results are not reported as a separate group but are included in the Total.

Appendix C presents the results to the twenty-two items on the Teacher Feedback Survey. The results for each of the twenty-two items of the survey are also presented separately in this chapter along with conclusions and recommendations.

Results for Item #1

Conclusions

All but one of the thirty-one respondents indicated their general agreement that the building has an orderly and safe climate. The elementary teachers appear to feel more satisfied with the overall climate in their area of

TABLE 1

ITEM #1 - This building has an orderly and safe climate which is conducive to effective teaching and learning.

	Elementary	Secondary	Total
1-Strongly Agree	13 (92.9%)	4 (28.6%)	18 (58.1%)
2-Agree	1 (7.1%)	9 (64.3%)	12 (38.7%)
3-Not Sure	0 (0.0%)	0 (0.0%)	0 (0.0%)
4-Disagree	0 (0.0%)	1 (7.1%)	1 (3.2%)
5-Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	1.1	1.9	1.5

the building than the secondary teachers feel about their own area. One might expect a somewhat less orderly and safe climate in grades 7-12 than among the lower elementary students. As principal of the Stewardson-Strasburg High School, the researcher agrees that there exists an orderly and safe climate for grades 7-12, but realizes that the existence of a very small number of students who have consistently demonstrated behavioral problems in the high school means minor discipline matters occasionally disturb the normally peaceful climate at the high school. The

researcher concludes that the administration and faculty do cooperate effectively to provide students with the opportunity to learn without disturbances from other students, maintaining an orderly and safe learning environment.

Recommendations

An orderly and safe learning environment has frequently been mentioned in various national studies as an important school effectiveness factor. The school board, teachers, and administration need to communicate to the community that an orderly and safe climate does exist in the Stewardson-Strasburg schools.

Results for Item #2

Conclusions

While the teachers indicated a general agreement that an effective and up to date curriculum exists in their subject matter areas, their responses suggest a need for examining content or subject matter of the curriculum. The researcher believes that at least three factors influence the perceptions among elementary personnel that their instructional areas demonstrate more strength than the secondary personnel indicated about the secondary areas. The first factor involves the matter of curriculum revision. Numerous curricular changes have occurred recently at both the elementary and secondary levels, but the elementary changes

TABLE 2

ITEMS #2 - The curriculum for the subject matter area(s) in which you teach is effective and up to date.

	Elementary	Secondary	Total
1-Strongly Agree	7 (50.0%)	3 (21.4%)	11 (35.5%)
2-Agree	6 (42.9%)	7 (50.0%)	14 (45.2%)
3-Not Sure	0 (0.0%)	0 (0.0%)	0 (0.0%)
4-Disagree	0 (0.0%)	2 (14.3%)	3 (9.7%)
5-Strongly Disagree	1 (7.1%)	1 (7.1%)	2 (6.5%)
No Response	0 (0.0%)	1 (7.1%)	1 (3.2%)
Average	1.7	2.3	2.0

have been more comprehensive. The elementary personnel selected a new language arts textbook series for grades 4-6 during 1983-84 and have recently selected a new reading series for grades K-8 starting in 1984-85. New spelling books for grades 2-6 will be added during the 1984-85 school year also. Changes at the secondary level have been less comprehensive during 1982-83 and 1983-84. Other than converting from an eight period to a seven period schedule for grades 9-12 and adding introductory computer courses for grades 8 and 11-12, no major curricular changes occurred

at the secondary level during the past two school years.

The second factor involves the district's art program. A full-time art instructor handles the entire K-8 art program very adequately. Elementary students receive art instruction regularly during the week in the art room rather than from their regular classroom teachers. The elementary art program has been cited repeatedly by numerous parents and other visitors to the district as being outstanding, especially for a school the size of Stewardson-Strasburg. The rigorous elementary art schedule, however, limits the district's art instructor to work with only twenty students in grades 9-12 each year. This means that many capable students receive no further art instruction after eighth grade.

Thirdly, the recent budget difficulties facing the district have resulted in more staff cutbacks at the secondary level than with the elementary program. It is the opinion of the researcher that elementary curricula in general tend to be more definite and homogeneous in scope and sequence than secondary curricula.⁷ Switching to a seven period schedule, dropping spelling programs for ninth graders, and cutting the librarian position from full-time to half-time permitted one and one-half teaching positions to be eliminated during 1983-84 at the high school. The result means that while the elementary staff and course offerings remain comparable to schools in larger and more affluent districts, the high school lacks the additional

staff, equipment, and finances to make the needed expansions that would offer secondary students more than just a good basic "no frills" education. Students have indicated a desire, for example, for advanced classes in computers and the sciences to prepare them for college majors in those and other highly competitive fields. But it is the observation of the researcher that despite a very highly dedicated, diligent, and qualified faculty, current local budgetary constraints preclude the development of an updated and expanded secondary curriculum.

Recommendations

The district should continue the evaluation and update already begun on the elementary level. The new reading and language arts series selection process lay the basis for reviewing other areas of elementary curriculum such as math, science, health, and social studies. The generally harmonious relationship already in existence between the school board, administration, and the faculty represents definite possibilities for problem solving. Together these groups must determine the direction for curriculum development. Problems must be identified and prioritized concerning K-12 scope and sequence, staff size and development, and the secondary school course offerings. Based on the above needs assessment, the district would then determine the required financial resources needed and available to support the designated program changes. The school

board should then propose a tax referendum, if necessary, to provide sufficient revenues to support the agreed-upon changes.

Results of Item #3

TABLE 3

ITEM #3 - Teachers in this building provide assistance, when requested, to students outside of regular classroom time.

	Elementary	Secondary	Total
1-Strongly Agree	7 (50.0%)	9 (64.3%)	18 (58.1%)
2-Agree	7 (50.0%)	4 (28.6%)	12 (38.7%)
3-Not Sure	0 (0.0%)	1 (7.1%)	1 (3.2%)
4-Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
5-Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	1.5	1.4	1.5

Conclusions

Both elementary and secondary teachers perceived that students receive adequate assistance from the staff outside of regular classroom time. It is the observation of the researcher that students regularly receive academic

assistance from teachers during studyhall periods or the teacher's preparation period. Secondary teachers often work with students during lunch hour or between 8:00 - 8:30 a.m. before the school day begins. Special opportunities are also arranged for making up work missed during student absence or for providing outside assistance when the student demonstrates low academic achievement.

Recommendations

None.

Results for Item #4

TABLE 4

ITEM #4 - Students in this district are taught effective study skills.

	Elementary	Secondary	Total
1-Strongly Agree	1 (7.1%)	1 (7.1%)	2 (6.5%)
2-Agree	11 (78.6%)	6 (42.9%)	19 (61.3%)
3-Not Sure	1 (7.1%)	4 (28.6%)	5 (16.1%)
4-Disagree	1 (7.1%)	3 (21.4%)	5 (16.1%)
5-Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	2.1	2.6	2.4

Conclusions

The perceptions of elementary teachers demonstrated confidence that their students develop effective study skills. Elementary students in grades 4-6 receive study skills training as a regular part of their English classes. Seventh and eighth grade students receive instruction in library skills including experience using the card catalog and the Reader's Guide to Periodical Literature. Ninth graders complete a two-week library skills unit in English class reviewing the card catalog, the Reader's Guide to Periodical Literature, and the Dewey decimal system. Tenth graders receive no special study skills training. Eleventh graders utilize the careers and college files during a careers unit in English class. Twelfth graders enrolled in English IV write a major research paper based on materials found in the high school and public libraries. No study skills units occur at the secondary level other than the library skills exercises already mentioned.

Recommendations

The emphasis upon library skills at the secondary level needs to be expanded in grades 7-12 to include specific training in study skills. Such a revised system for teaching study skills should include training in time management, speed reading, organization of notebooks and study materials, developing effective listening skills, and effective methods

of reviewing for tests. Many of the recent national studies indicate that effective schools strive to produce students capable not only of basic skills mastery but of continuing their learning independently beyond the actual classroom setting.

Results for Item #5

TABLE 5

ITEM #5 - Teachers in this building use classroom time wisely and with specific instructional purposes.

	Elementary	Secondary	Total
1-Strongly Agree	7 (50.0%)	6 (42.9%)	14 (45.2%)
2-Agree	6 (42.9%)	7 (50.0%)	15 (48.4%)
3-Not Sure	1 (7.1%)	0 (0.0%)	1 (3.2%)
4-Disagree	0 (0.0%)	1 (7.1%)	1 (3.2%)
5-Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	1.6	1.7	1.6

Conclusions

Teacher feedback on this item reflected the strong emphasis among the K-12 faculty regarding "time-on-task."

Recent studies concerning effective teaching methods cite teacher-led classroom activities as the most effective instructional method. Student achievement excels best when the teacher demonstrates thorough knowledge of subject matter and provides strong leadership within the classroom setting of the various learning activities.⁸ The researcher has observed that teachers in the Stewardson-Strasburg district strive consistently to maintain interesting and useful learning activities and help students utilize supervised study time wisely.

Recommendations

The elementary principal and the high school principal should continue their encouragement of teachers to maintain and improve the quality instruction already taking place in the classrooms. Post-classroom observation/evaluation conferences between the teacher and principal provide excellent opportunities for assessing the effectiveness and variety of teaching methods utilized by each faculty member. The researcher suggests that each year two or three mutually agreed upon goals for instructional improvement per teacher be established jointly by the teacher and principal.⁹

Results for Item #6

TABLE 6

ITEM #6 - The administration in this district provides effective leadership for quality instruction and curriculum.

	Elementary	Secondary	Total
1-Strongly Agree	4 (28.6%)	2 (14.3%)	6 (19.4%)
2-Agree	5 (35.7%)	9 (64.3%)	17 (54.8%)
3-Not Sure	3 (21.4%)	1 (7.1%)	4 (12.9%)
4-Disagree	2 (14.3%)	2 (14.3%)	4 (12.9%)
5-Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	2.2	2.2	2.2

Conclusions

Teachers' perceptions on this issue seemed to suggest uncertainty concerning administrative leadership for curriculum. It must be kept in mind that the present elementary principal and secondary principal are only in their second year with the district. The elementary principal's predecessor took considerable interest in curricular matters. The current elementary principal has

recently initiated important curricular changes which were earlier outlined in ITEM #2. The survey results seemed to suggest that the elementary staff, most of whom have been with the district for a number of years, expect strong administrative leadership in curricular matters. The elementary teachers' responses also suggested that they desire a somewhat clearer commitment from perhaps both the elementary principal and the district superintendent concerning curricular matters.¹⁰

The secondary principal's major task since coming to the district in 1982-83 has been to remedy the high school's student discipline problems. His predecessor retired after the 1979-80 school year ended, and during his eighteen years as high school principal maintained an orderly and safe school climate. Teacher evaluation and instructional leadership remained low priority items by the principal during that eighteen-year period. An attempt to function without a high school principal during the 1980-81 and 1981-82 school years proved troublesome, with no one dealing effectively with student disciplinary matters. Consequently, the present principal after considerable effort is just now completing a successful transition period where an orderly and safe environment has once again become the norm. It is the opinion of the researcher that the secondary teachers' responses on the survey reflected their satisfaction with the improved school discipline procedures as

the first step toward effective leadership for quality instruction and curriculum.

Recommendations

The school board, superintendent, principals, and faculty should discuss ways in which the administration can provide more effective instructional and curricular leadership. Specific suggestions for each grade level and subject area should be solicited from teachers, board members, and parents concerning curricular issues they would like to see addressed. Now that an orderly and safe environment has been established at the high school, the high school principal and faculty should proceed with a thorough review of the secondary curriculum.¹¹

Results for Item #7

Conclusions

Teachers perceived themselves as being well prepared for class each day. Responses to this item align closely with results for ITEM #5. The researcher has observed that the K-12 staff demonstrates a consistent daily effort in fulfilling their instructional duties. A strong sense of professionalism and confidence permeates the entire faculty. Relatively minor deficiencies exist within the overall teaching abilities of the Stewardson-Strasburg teaching staff. Teachers arrive at school early dressed neatly and with

TABLE 7

ITEM #7 - Teachers in this building are well prepared for class each day.

	Elementary	Secondary	Total
1-Strongly Agree	8 (57.1%)	5 (35.7%)	14 (45.2%)
2-Agree	5 (35.7%)	7 (50.0%)	14 (45.2%)
3-Not Sure	1 (7.1%)	1 (7.1%)	2 (6.5%)
4-Disagree	0 (0.0%)	1 (7.1%)	1 (3.2%)
5-Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	1.5	1.9	1.7

materials in hand for the day's activities. Most teachers regularly use their preparation time during the school day for reading, grading papers and tests, typing materials, and organizing for classroom activities. Wasting time during preparation periods rarely occurs. Nearly all staff members prepare weekly lesson plans, but only the secondary teachers are required by the principal to submit these weekly for administrative review.

Recommendations

The elementary principal may want to begin reviewing his staff's lessons on a weekly basis. The secondary principal should offer guidelines and suggestions for helping teachers improve their lesson plans and encourage sharing of ideas between more experienced high school teachers with younger teachers concerning successful instructional techniques.

Results for Item #8

TABLE 8

ITEM #8 - Instruction and curriculum in this building are evaluated on the basis of measures of pupil achievement.

	Elementary	Secondary	Total
1-Strongly Agree	2 (14.3%)	0 (0.0%)	2 (6.5%)
2-Agree	10 (71.4%)	3 (21.4%)	15 (48.4%)
3-Not Sure	1 (7.1%)	7 (50.0%)	9 (29.0%)
4-Disagree	1 (7.1%)	3 (21.4%)	4 (12.9%)
5-Strongly Disagree	0 (0.0%)	1 (7.1%)	1 (3.2%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	2.1	3.1	2.6

Conclusions

Significantly more elementary than secondary teachers agreed that pupil achievement affects evaluation of instruction and curriculum. The reason for this difference probably stems from the fact that regular achievement testing occurs in grades K, 1, 3, 5, 7, and 8 each spring using the Iowa Test of Basic Skills. Eighth graders also take the National Educational Developmental Test which measures students' propensity for college preparatory versus vocational coursework during high school. Achievement test scores are reviewed annually by the elementary principal and staff for identifying general strengths and weaknesses in the elementary curriculum.

Secondary teachers' responses on the survey reflected much uncertainty concerning the relationship between student achievement and evaluation of instruction and curriculum. No comprehensive achievement testing program exists in the Stewardson-Strasburg district beyond the eighth grade level. Ninth graders take the Armed Services Vocational Aptitude Battery (ASVAB), an aptitude test administered without charge by the United States Air Force. Tenth graders take no achievement tests. All eleventh graders take the Career Planning and Placement Test (CPP), an instrument administered in conjunction with nearby Lake Land Junior College located at Mattoon, Illinois. The CPP results do not measure achievement but rather outline six major vocational/career

areas most suited to each individual student according to test results. College-bound eleventh graders participate in the American College Testing program (ACT) and the Pre-Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT). Twelfth graders undergo no achievement testing. To the knowledge of the researcher none of these test results have been utilized by secondary faculty or administration as a basis for evaluating instruction and curriculum.¹²

Recommendations

The various national reports dealing with characteristics of effective schools, regularly cite the importance of a comprehensive achievement testing program for assessing learning outcomes. This researcher suggests that the elementary principal and staff need to reexamine how effectively the current achievement test scores are being considered when evaluating instruction and curriculum. The school board and administration should consider committing funds for establishing achievement testing at the secondary level, beginning with grades ten and twelve. Also the district needs to determine if student achievement is currently being given enough emphasis in program evaluation.

Results for Item #9

Conclusions

Comparing the teachers' responses for ITEM #9 with

TABLE 9

ITEM #9 - The board of education places a high priority on the academic achievement of students.

	Elementary	Secondary	Total
1-Strongly Agree	0 (0.0%)	0 (0.0%)	0 (0.0%)
2-Agree	3 (21.4%)	2 (14.3%)	7 (22.6%)
3-Not Sure	7 (50.0%)	6 (42.9%)	14 (45.2%)
4-Disagree	4 (28.6%)	5 (35.7%)	9 (29.0%)
5-Strongly Disagree	0 (0.0%)	1 (7.1%)	1 (3.2%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	3.1	3.4	3.1

responses for ITEM #5 and ITEM #18 indicates that a definite communication gap exists between the board of education and teachers concerning academic achievement.

Teachers clearly perceived themselves as placing significantly higher priority on academic achievement matters than is placed by board members. Because the researcher occupies the position of high school principal and consequently attends every school board meeting, it is the opinion of the researcher that the school board places a much higher emphasis upon academic achievement than is

perceived by the faculty. Teachers rarely attend board meetings, and board members seldom visit the Stewardson-Strasburg schools during regular school hours. Therefore, school board member/teacher interaction remains at a minimum.

Recommendations

The district superintendent should recommend to the board of education several possibilities for improving interaction and communication with the K-12 faculty. The superintendent has already taken an initial step in this direction during the 1983-84 school year with a new program called "Academic Spotlight." This new feature of each regular monthly board meeting sets aside fifteen minutes for a teacher or teachers to outline something special happening in their classroom. Board members and teachers have been highly receptive of this opportunity for interaction. A further step might include the publishing of a monthly or quarterly newsletter compiled jointly by the superintendent and principals, keeping board members and all district personnel abreast of school and especially academic activities. The board of education should reaffirm its commitment to academic achievement as its top priority.¹³

Results for #10

Conclusions

Teachers obviously see the importance of presenting

TABLE 10

ITEM #10 - Teachers in this building are good models of
conduct and academic commitment for students.

	Elementary	Secondary	Total
1-Strongly Agree	5 (35.7%)	5 (35.7%)	10 (32.3%)
2-Agree	8 (57.1%)	8 (57.1%)	17 (54.8%)
3-Not Sure	1 (7.1%)	0 (0.0%)	2 (6.5%)
4-Disagree	0 (0.0%)	1 (7.1%)	1 (3.2%)
5-Strongly Disagree	0 (0.0%)	0 (0.0%)	1 (3.2%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	1.7	1.8	1.9

themselves as good role models. They also agreed that most teachers in the district effectively meet these professional expectations.

Recommendations

None.

Results for Item #11

Conclusions

Elementary teachers felt confident that students are

TABLE 11

ITEM #11 - You, as a teacher, are satisfied with the academic achievement of students in this building.

	Elementary	Secondary	Total
1-Strongly Agree	6 (42.9%)	1 (7.1%)	7 (22.6%)
2-Agree	5 (35.7%)	3 (21.4%)	10 (32.3%)
3-Not Sure	0 (0.0%)	3 (21.4%)	3 (9.7%)
4-Disagree	2 (14.3%)	5 (35.7%)	7 (22.6%)
5-Strongly Disagree	0 (0.0%)	2 (14.3%)	3 (9.7%)
No Response	1 (7.1%)	0 (0.0%)	1 (3.2%)
Average	1.8	3.3	2.6

being adequately challenged and are achieving according to expectations. Secondary teachers indicated considerable reservations concerning student achievement. It is the opinion of the researcher that smaller rural school districts like Stewardson-Strasburg face two special obstacles involving student achievement not common to larger urban areas. First is the insulating quality of rural communities that limits exposure of teenagers to social, cultural, and technological realities of the larger world community. The relatively stable population in areas like

Stewardson-Strasburg precludes competition especially at the secondary school level with larger numbers of the nation's elite and exceptionally bright, talented students. The effect, in essence, is to create the impression that academic achievement among the local student body meets or exceeds the national norm, which in actuality may not always be the case. Therefore, attracting local students into elective coursework that offer the most intellectual stimulation may not be an easy task.

Secondly there is the obstacle of numbers, specifically the financial resources available for hiring staff to teach requirements and electives, and for constructing and maintaining the physical facilities to house the curriculum. Stewardson-Strasburg High School offers approximately fifty different courses, about half the number available in larger schools of neighboring districts. Student-teacher ratios are much smaller, of course, but there remains the question concerning the benefits of smaller classes versus the limitations of a more narrow selection of course offerings. Consideration of these factors may account for the perception among the Stewardson-Strasburg secondary staff that the question of academic achievement merits close scrutiny.

Recommendations

The secondary teachers demonstrated strong commitment to an effectiveness factor frequently listed in the

various national reports, namely, unwillingness to be content with the status quo. Administrative leadership must be forthcoming to channel the desire for excellence evidenced by the faculty in the survey toward improving the schools. The school board should examine all possible reasons for the teachers' doubts concerning student achievement. Does the faculty perceive that lagging community support for improved standards limits the possibility for challenging students with more difficult assignments and homework? Are teachers concerned that not enough advanced classes and opportunities for gifted students exist in the current curriculum? The school board and administration must address these and other possible questions concerning academic achievement.

Results for Item #12

Conclusions

Seventeen of the teachers expressed confidence that the administration establishes high expectations for academic achievement of students as a major priority. The fact that fourteen teachers perceived much uncertainty concerning the administration's emphasis upon academic achievement reflects the need for examining the issue more closely. It is the opinion of the researcher that teachers are expecting the administration to take a stronger stand on the issue of academic achievement of students.

TABLE 12

ITEM #12 - The administration in this district establishes high expectations for academic achievement of students.

	Elementary	Secondary	Total
1-Strongly Agree	2 (14.3%)	2 (14.3%)	4 (12.9%)
2-Agree	6 (42.9%)	5 (35.7%)	13 (41.9%)
3-Not Sure	5 (35.7%)	5 (35.7%)	11 (35.5%)
4-Disagree	1 (7.1%)	0 (0.0%)	1 (3.2%)
5-Strongly Disagree	0 (0.0%)	2 (14.3%)	2 (6.5%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	2.4	2.6	2.5

Recommendations

The superintendent and principals need to clarify their views and goals concerning academic achievement of students. The administrators should consider conducting a self-evaluation concerning their own personal feelings and effectiveness in dealing with the issue and then jointly discussing these views with each other. Administrative goals for student achievement must then be communicated to all district personnel.

Results for Item #13

TABLE 13

ITEM #13 - Students in this building perceive that teachers genuinely care about their well being and how they are doing in school.

	Elementary	Secondary	Total
1-Strongly Agree	7 (50.0%)	1 (7.1%)	9 (29.0%)
2-Agree	6 (42.9%)	4 (28.6%)	10 (32.3%)
3-Not Sure	1 (7.1%)	7 (50.0%)	9 (29.0%)
4-Disagree	0 (0.0%)	2 (14.3%)	3 (9.7%)
5-Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	1.6	2.7	2.2

Conclusions

Elementary teachers generally agreed with this statement, but secondary teachers reflected considerable doubt about the level of student awareness regarding the faculty's concern for each students' needs. The elementary teachers probably perceived themselves as having established a more personal relationship with their students, because working in

a self-contained classroom means that the elementary students spend almost the entire school day with one teacher. Secondary teachers, on the other hand, usually interact only one or two class periods daily with their students, and that interaction generally occurs in a more formal setting than at the elementary level. The increased emphasis over the past two years at Stewardson-Strasburg High School upon improving student cooperation and discipline both within the classroom and throughout the entire building, may have decreased the informality somewhat that previously existed between students and faculty. Secondary teachers may be wondering whether this recent shift toward increased formality concerning school rules and teacher/student interaction has caused the students to perceive that the high school teachers care more about rules than the personal needs of each student.

Recommendations

With the help of the high school principal the secondary teachers need to discuss as a group reasons why they feel students may not have an awareness that the high school faculty really does care about the students' progress and well being. Examining these reasons may convince the teachers that in actuality most students probably do receive some indication that their teachers care about them. Once these reasons have been identified and discussed, the principal and the faculty should describe techniques each has

used successfully to communicate to students a genuine concern for each student's well-being.

Results for Item #14

TABLE 14

ITEM #14 - Students in this building receive a sufficient amount of homework.

	Elementary	Secondary	Total
1-Strongly Agree	4 (28.6%)	1 (7.1%)	5 (16.1%)
2-Agree	4 (28.6%)	5 (35.7%)	11 (35.5%)
3-Not Sure	6 (42.9%)	3 (21.4%)	10 (32.3%)
4-Disagree	0 (0.0%)	5 (35.7%)	5 (16.1%)
5-Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	2.1	2.9	2.5

Conclusions

Teachers' responses generally reflected concern that students do not receive a sufficient amount of homework. It is the policy in the Stewardson-Strasburg Grade School that kindergarten-through-third grade students automatically

receive no homework. Students in the remaining elementary grades do receive homework assignments, although teachers prefer that math assignments be completed at school under supervision of the instructor. It is the observation of the researcher that most teachers at Stewardson-Strasburg High School assign homework every week but not every day. There have been no indications from either high school students or staff that homework assignments vary significantly from one teacher to another.

Recommendations

The National Commission on Excellence in Education report strongly recommends an increased workload for students, including both the total number of classes taken and the amount of homework assigned. The district needs to establish guidelines regarding homework especially since no specific guidelines presently exist beyond the third grade level.

Results for Item #15

Conclusions

More than one-third of the teachers perceived that the administration has not communicated to the teachers exactly what the superintendant and the two principals view as academic priorities.

TABLE 15

ITEM #15 - The administration in this district communicates academic priorities to teachers.

	Elementary	Secondary	Total
1-Strongly Agree	2 (14.3%)	1 (7.1%)	3 (9.7%)
2-Agree	7 (50.0%)	6 (42.9%)	16 (52.6%)
3-Not Sure	4 (28.6%)	2 (14.3%)	6 (19.4%)
4-Disagree	1 (7.1%)	4 (28.6%)	5 (16.1%)
5-Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	1 (7.1%)	1 (3.2%)
Average	2.3	2.7	2.4

Recommendations

Together administrators need to review their priorities concerning academics. Next an ongoing effort must be implemented for communicating these administrative priorities clearly to the staff. The administration must involve the entire staff in annually assessing the district's progress in maintaining these priorities. The superintendent should remember that school board input is important in establishing academic goals and priorities.

Results for Item #16

TABLE 16

ITEM #16 - Teachers in this building are cooperative and supportive of each other with respect to providing a quality education for all students.

	Elementary	Secondary	Total
1-Strongly Agree	11 (78.6%)	10 (71.4%)	23 (74.2%)
2-Agree	3 (21.4%)	3 (21.4%)	7 (22.6%)
3-Not Sure	0 (0.0%)	0 (0.0%)	0 (0.0%)
4-Disagree	0 (0.0%)	1 (7.1%)	1 (3.2%)
5-Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	1.2	1.4	1.3

Conclusions

Responses for this item evidenced considerable camaraderie among the K-12 staff. The researcher has observed that with few exceptions teachers in this school district demonstrate group consideration by offering to help each other grade papers, supervising one another's class or group, appearing as a guest teacher/lecturer for each others'

students' benefit, and showing concern for each others' personal and professional concerns. The shared sense of respect and responsibility by the entire staff creates a very professional, peaceful, and unified sense of purpose that definitely affects the learning environment throughout the entire school. This cooperative and supportive spirit encourages teachers and administrators to perform their respective duties in a professional manner.

Recommendations

None.

Results for Item #17

Conclusions

Both elementary and secondary teachers agreed that the district's inservice sessions do not adequately aid in teaching academic skills more effectively. During the past two school years the grade school and high school principals have sought input from their teachers for inservice program ideas. Based on these suggestions two inservice sessions approximately two hours in length each were organized to provide training in computer literacy and training for understanding student behavior. District monies for inservice training are very limited.

TABLE 17

ITEM #17 - The inservice training programs aid you in teaching academic skills more effectively.

	Elementary	Secondary	Total
1-Strongly Agree	2 (14.3%)	1 (7.1%)	3 (9.7%)
2-Agree	3 (21.4%)	2 (14.3%)	5 (16.1%)
3-Not Sure	3 (21.4%)	4 (28.6%)	9 (29.0%)
4-Disagree	5 (35.7%)	5 (35.7%)	11 (35.5%)
5-Strongly Disagree	1 (7.1%)	2 (14.3%)	3 (9.7%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	3.0	3.4	3.2

Recommendations

The school board and administration should not underestimate the value of quality inservice programs planned jointly between staff and school board. The board should consider earmarking certain funds for annual inservice activities, even though such appropriations will understandably be minimal due to the district's fiscal constraints. An inservice committee including the two principals and representatives of the faculty should be established to formulate written goals and objectives for

providing meaningful inservice programs.¹⁴

Results for Item #18

TABLE 18

ITEM #18 - Teachers in this building convey the expectation that all students are expected to achieve at least minimum mastery of the subject matter.

	Elementary	Secondary	Total
1-Strongly Agree	5 (35.7%)	4 (28.6%)	9 (29.0%)
2-Agree	9 (64.3%)	9 (64.3%)	20 (64.5%)
3-Not Sure	0 (0.0%)	0 (0.0%)	1 (3.2%)
4-Disagree	0 (0.0%)	1 (7.1%)	1 (3.2%)
5-Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	0 (0.0%)	0 (0.0%)
Average	1.6	1.9	1.8

Conclusions

Many teachers reflected concern when responding to an earlier item (Item #11) on the survey dealing with the students' academic achievement, that the district's students fail to reach their academic potential. Responses to ITEM #18 on the survey indicated satisfaction by faculty members that teachers do communicate the expectation that

all students are expected to achieve at least minimum mastery of the subject matter.

Recommendations

The administration and teachers need to reevaluate the effectiveness by which expectations are communicated that all students should achieve minimum mastery of the subject matter and strive to reach their academic potential. District personnel might well address the possibility that student achievement is being limited because classroom material is too often directed toward reaching the student of average ability. There exists the possibility that students on the extreme opposite ends of the performance spectrum are struggling somewhat at the expense of the student of average ability.

Results for Item #19

Conclusions

The teachers' responses generally reflected the need for clarification and discussion of scope and sequence issues based around learning goals/objectives. The K-8 MacMillan series utilized by the district provides learning goals/objectives for the reading series and the language arts series. The elementary principal and his staff considered these curriculum guides when making recent textbook adoptions. It is the opinion of the researcher, therefore, that a general

TABLE 19

ITEM #19 - The district has written learning goals/objectives for your subject matter areas(s) which you teach and test.

	Elementary	Secondary	Total
1-Strongly Agree	1 (7.1%)	2 (14.3%)	3 (9.7%)
2-Agree	5 (35.7%)	1 (7.1%)	6 (19.4%)
3-Not Sure	5 (35.7%)	4 (28.6%)	12 (38.7%)
4-Disagree	1 (7.1%)	4 (28.6%)	5 (16.1%)
5-Strongly Disagree	2 (14.3%)	2 (14.3%)	4 (12.9%)
No Response	0 (0.0%)	1 (7.1%)	1 (3.2%)
Average	2.9	3.2	3.0

awareness exists among the K-8 staff of the textbook company supplied guidelines. Survey feedback demonstrated considerable uncertainty among high school teachers involving the existence of district learning goals/objectives.

Recommendations

Both the professional commitment and professional talent consistently demonstrated by the Stewardson-Strasburg staff and alluded to by the researcher earlier in this paper, present convincing evidence that this district's teachers

construct their classroom activities around definite goals and objectives. Since these guidelines already exist in written form for most subjects taught at the K-8 grades as supplied by the textbook companies, the teachers and principal are urged to now reconsider how closely they adhere to these guidelines. It may be wise to conduct a yearly review of these goals and objectives, with adjustments being made to bring them more in line with the local students' needs. Secondary teachers should begin working along with the high school principal in an effort to construct written goals and objectives for the entire high school curriculum. Specifically identifying and reviewing the learning objectives will facilitate the implementation of a meaningful and comprehensive achievement testing program as suggested by the researcher in ITEM #8 above.

Results for Item #20

Conclusions

Based on the responses of particularly the secondary teachers much uncertainty exists on this topic. Student achievement as the main instructional focus seems to be more prevalent at the elementary level.

TABLE 20

ITEM #20 - There is a broadly understood instructional focus on student achievement which permeates this building.

	Elementary	Secondary	Total
1-Strongly Agree	4 (28.6%)	1 (7.1%)	5 (16.1%)
2-Agree	8 (57.1%)	6 (42.9%)	15 (48.4%)
3-Not Sure	2 (14.3%)	3 (21.4%)	7 (22.6%)
4-Disagree	0 (0.0%)	3 (21.4%)	3 (9.7%)
5-Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
No Response	0 (0.0%)	1 (7.1%)	1 (3.2%)
Average	1.9	2.6	2.3

Recommendations

Secondary teachers need to reexamine and clarify their thoughts as to where student achievement might receive the proper emphasis within the existing instructional practices. The district should define exactly what the Stewardson-Strasburg schools mean by "student achievement" and reaffirm the district's commitment to student achievement as the major purpose of instruction.

Results for Item #21

TABLE 21

ITEM #21 - In general, how much time (in minutes) does the typical student in your class spend on homework each night? (Base your estimate on homework for all of the student's teachers.)

Listed below are the average minutes reported for each level

Elementary	19 Minutes
Secondary	31 Minutes

Conclusions

Twelve of the fourteen (86%) of the elementary teachers responded to this item and thirteen of the fourteen (93%) of the secondary teachers responded. Only one of the three teachers classified as Both responded and was not included in Table 21.

Recommendations

Assigning homework on a regular basis has been cited by the National Commission on Excellence in Education and by studies conducted by the Illinois Department of Education as an important tool for reinforcing knowledge acquired in the formal classroom setting.¹⁵ Recognizing the importance of homework as a school effectiveness factor the Stewardson-Strasburg district should implement a homework policy that is supported by both staff and parents.

Results for Item #22

TABLE 22

ITEM #22 - Please list any general comments you have relative to improving the Stew-Stras schools.

Total # Teachers Commenting	Areas for Improvement
<hr/>	
Students	
2	Improve student attitude
1	Help students become more responsible
2	Consider exclusion for seriously disruptive students
<hr/>	
Curriculum	
1	Establish written goals and objectives for each subject
1	Less emphasis upon sports
1	Employ physical education specialist for elementary
1	Improve science program/equip
2	Make studyhalls effective
1	Update vocational equip
1	Greater emphasis upon the gifted students' needs
1	K - 12 articulation of science & language skills
1	Establish diploma for the special education students

TABLE #22--Continued

	Personnel
3	Eliminate teacher overloads
3	Improve teachers' salaries
1	Employ fulltime guidance counselor
1	Emphasize that teachers do care about achievement

Conclusions

Fifteen of the thirty-one (48%) of the teachers completing the survey made comments. The teacher comments were grouped into the categories listed in the Table #22 based on similarity. Because some of the teachers made multiple comments the total number of comments exceeds fifteen.

Recommendations

Most of the teachers' comments and suggestions have been examined in some manner by the researcher throughout previous sections of this paper. The administration should discuss the merit of the faculty's ideas for improvement with both the school board and the entire staff. Because the Stewardson-Strasburg faculty demonstrates considerable professionalism and group maturity, seeking their feedback

on a regular basis should become a school board policy. Maintaining an open dialogue between faculty, administration, and school board members will boost overall morale by recognizing everyone as an important part of the local education team.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary of the Study

The researcher conducted this study to determine how the Stewardson-Strasburg schools would do when assessed on school effectiveness factors. The study accepts the validity of recent research conducted by Edmonds, Brookover and Lezotte, and Weber concerning school effectiveness factors, as a basis for constructing guidelines to assess school effectiveness. These factors have been separated into twenty-two items contained on the Teacher Feedback Survey which serves as the criterion measure. Dr. David Bartz of Eastern Illinois University constructed the Teacher Feedback Survey. Dr. Bartz developed the survey based on the research conducted by Edmonds, Brookover and Lezotte, and Weber and a review of current literature addressing the issue of identifying school effectiveness factors.

The data for the study were collected at a faculty meeting of thirty-one teachers of the Stewardson-Strasburg public schools. Ninety-four percent of the district's teachers responded to the survey instrument, the results of which were scored by the computer center at Eastern

Illinois University. The results for each of the twenty-two items on the Teacher Feedback Survey, are presented separately in this study along with conclusions and recommendations of the researcher. The researcher believes that teacher perceptions of the district's school effectiveness factors provide a useful starting point for commencing what will be an ongoing study for improving the quality of education in the Stewardson-Strasburg schools.

Recommendations

Based on the results of the study, the researcher offers the following recommendations for which the district should take action:

(1) The school board, administration, and teachers need to communicate to the public the fact that an orderly and safe climate which is conducive to effective teaching and learning has been achieved in the Stewardson-Strasburg schools. (Item #1)

(2) The curriculum evaluation and update efforts already underway at both the elementary and secondary levels should be expanded and continued. A needs assessment should be conducted to identify and prioritize problems concerning K-12 scope and sequence, staff size and development, and secondary school course offerings. (Item #2)

(3) The district should propose a tax referendum, if

necessary, to provide sufficient revenues to bring about changes and priorities identified by the curriculum needs assessment. (Item #2)

(4) The school board and administration should commend the district's teachers for providing assistance to students outside of regular classroom time. Teachers should be encouraged to continue providing this very important assistance to students. (Item #3)

(5) A committee consisting of teachers and the high school principal should be established to develop a plan for teaching study skills in grades 7-12. The plan should list the skills to be mastered in particular courses at each grade level 7-12. Such skills should include training in time management, speed reading, organization of notebooks and study materials, developing effective listening skills, and methods of reviewing for exams. The committee should also recommend specific materials to be obtained by the district to assist in teaching these study skills. (Item #4)

(6) Two or three specific goals for instructional improvement per teacher should be established jointly by the teacher and principal each year. (Item #5)

(7) The school board, administration, and faculty should discuss ways in which the administration can provide more effective instructional and curricular leadership. Specific suggestions for each grade level and subject area

should be solicited from teachers, board members, and parents concerning curricular matters they would like to see addressed by the administration. (Item #6)

(8) Both the elementary and secondary principals should review their staff's lesson plans on a weekly basis. Guidelines and suggestions should be offered to all teachers for ways to improve their lesson plans. Teachers should be provided time to visit each others' classes to promote the sharing of successful instructional techniques. (Item #7)

(9) The district needs to determine if student achievement is currently being given enough emphasis in program evaluation. Achievement testing needs to be implemented at the high school. (Item #8)

(10) To improve interaction and communication between the school board and the faculty, the superintendent should consider publishing a monthly or quarterly newsletter highlighting classroom and extra-curricular activities. (Item #9)

(11) The district should define exactly what the Stewardson-Strasburg schools mean by "student achievement," and reaffirm the district's commitment to student achievement as the major purpose of instruction. (Item #20)

(12) The district should examine all possible reasons for teachers' doubts concerning student achievement

as evidenced by responses on the Teacher-Feedback-Survey.
(Items #11 and #20)

(13) The superintendent and principals need to clarify their expectations and priorities concerning academic achievement of students and communicate these to the faculty and school board. (Items #12, #15, and #20)

(14) The high school principal should lead the high school faculty in identifying specific ways they can show the students that teachers genuinely care about the students' well being. (Item #13)

(15) The district needs to establish guidelines regarding homework, including the average number of minutes or hours of homework to be assigned for week-nights, weekends, and holidays for each grade level. (Item #14)

(16) An inservice committee including the two principals and representatives of the faculty should be established to formulate written goals and objectives for providing meaningful inservice activities. The school board should appropriate sufficient funding for these activities. (Item #17)

(17) Administration and staff need to evaluate whether classroom instruction in general is being directed toward reaching the student of average ability. The Teacher-Feedback-Survey results indicated the possibility that students on the extreme opposite ends of the

academic abilities spectrum may be struggling somewhat at the expense of the student of average ability. The current curriculum may not be adequately challenging especially the students with special talents and abilities. (Item #18)

(18) The elementary principal should lead his staff in a yearly review of the written goals/objectives for their subject matter areas. Adjustments may be needed to bring these goals/objectives more in line with the local students' needs. (Item #19)

(19) Written goals/objectives for each subject matter area should be constructed for the entire high school curriculum. (Item #19)

(20) The school board and administration should recognize the importance of soliciting teacher feedback concerning school effectiveness factors and obtain such input on a regular basis. (Item #22)

(21) The district should utilize this study based on teacher perceptions of the district's school effectiveness factors as a useful starting point for commencing what will be an ongoing study to improve the quality of education in the Stewardson-Strasburg schools. The district should prioritize the recommendations listed by the researcher and establish reasonable timelines for implementing activities and changes included within the study. (Items #1-22)

END NOTES

¹The National Commission on Excellence in Education Report of the Commission, A Nation at Risk: The Imperative for Educational Reform, (Washington, D.C.: Government Printing Office, 1983), 1.

²Joseph D'Amico, "Each Effective School May Be One of A Kind," Educational Leadership, (December, 1982), 62.

³Ibid.

⁴Stewart C. Purkey and Marshall S. Smith, "Too Soon to Cheer? Synthesis of Research on Effective Schools," Educational Leadership, (December, 1982), 64-68.

⁵The National Commission on Excellence in Education, A Nation at Risk, 12.

⁶D'Amico, One of A Kind, 62.

⁷William A. Firestone and Robert E. Herriot, "Prescriptions for Effective Elementary Schools Don't Fit Secondary Schools," Educational Leadership, (December, 1982), 51-53.

⁸D'Amico, One of A Kind, 62.

⁹For further discussion of teacher evaluation see: Donald Grossnickle and William B. Thiel, "The Etiquette of Evaluation--What's Often Forgotten But Not To Be Ignored," NASSP Bulletin, (February, 1981), 1-4. Richard N. Suprina, "Supervision Do's and Don'ts," NASSP Bulletin, (December, 1978), 51-53.

¹⁰For further discussion of the elementary principal's role in instruction see: George H. McNinch and Mark G. Richmond, "Teachers' Perceptions of Their Principal's Role in Elementary School Reading Instruction," Reading World, (October, 1977), 55-63.

¹¹For further discussion of instructional leadership see: Gordon Cawelti, "Effective Instructional Leadership Produces Greater Learning," Thrust, (January, 1980), pp. 8-9. Terrence E. Deal and Lynn D. Celotti, "How Much Influence Do (And Can) Educational Administrators Have on Classrooms?" Phi Delta Kappan, (March, 1980), pp. 471-473.

¹²For recommendations by the State of Illinois on testing see: Illinois State Board of Education, Report of the Board, Executive Summary of the Illinois State Board of Education Policy Study on Assessment and Student Achievement and Recommendations for Accountability Legislation, (State of Illinois, 1980), pp. 1-17.

¹³For further discussion of the school board and superintendent's role in curriculum/instruction see: John H. Holcomb, "Superintendents Should Push Programs--Not Paperwork," The American School Board Journal, (June, 1979), 34. Robert E. Shutes, "How to Control Your Curriculum," The American School Board Journal, (August, 1981), 21.

¹⁴For further discussion of inservice education see: Merrell J. Hansen, "Why In-Service? An Obligation of Schools to Provide the Best," NASSP Bulletin, (December, 1980), 67-72. William Wilen, "Implications of Research for Effective In-Service Education," Clearing House, (April, 1978), 92. Louis J. Rubin, Improving In-Service Education: Proposals and Procedures for Change, (New York: McGraw-Hill, 1963), 5-10.

¹⁵Illinois State Board of Education, Report of the Board, Phase II Mandate Report on School Day/School Year, (State of Illinois, 1983).

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APPENDIX A

-----Elementary (K-6)
 -----Secondary (7-12)
 -----Both

TEACHER FEEDBACK SURVEY

Purpose: The District is presently conducting a study of Curriculum. Teacher input and feedback are vitally important to this study. Your responses to the survey will be greatly appreciated.

Directions: Please respond honestly and frankly to each statement. do not put your name on the survey. All responses are anonymous. The survey is not coded in any way to identify your individual responses. If you believe that you do not have sufficient information to respond to a statement, please leave it blank. Use the following rating scale:

1=Strongly Agree 2=Agree 3=Not Sure 4=Disagree 5=Strongly Disagree

=====

- | | | | | | |
|---|---|---|---|---|---|
| 1. This building has an orderly and safe climate which is conducive to effective teaching and learning. | 1 | 2 | 3 | 4 | 5 |
| 2. The Curriculum for the subject matter area(s) in which you teach is effective and up to date. | 1 | 2 | 3 | 4 | 5 |
| 3. Teachers in this building provide assistance, when requested, to students outside of regular classroom time. | 1 | 2 | 3 | 4 | 5 |
| 4. Students in this district are taught effective study skills. | 1 | 2 | 3 | 4 | 5 |
| 5. Teachers in this building use classroom time wisely and with specific instructional purposes. | 1 | 2 | 3 | 4 | 5 |
| 6. The administration in this district provides effective leadership for quality instruction and curriculum. | 1 | 2 | 3 | 4 | 5 |
| 7. Teachers in this building are well prepared for class each day. | 1 | 2 | 3 | 4 | 5 |

1=Strongly Agree 2=Agree 3=Not Sure 4=Disagree 5=Strongly Disagree

- =====
- | | | | | | |
|--|---|---|---|---|---|
| 8. Instruction and curriculum in this building are evaluated on the basis of measures of pupil achievement. | 1 | 2 | 3 | 4 | 5 |
| 9. The board of education places a high priority on the academic achievement of students. | 1 | 2 | 3 | 4 | 5 |
| 10. Teachers in this building are good models of conduct and academic commitment for students. | 1 | 2 | 3 | 4 | 5 |
| 11. You, as a teacher, are satisfied with the academic achievement of students in this building. | 1 | 2 | 3 | 4 | 5 |
| 12. The administration in this district establishes high expectations for academic achievement of students. | 1 | 2 | 3 | 4 | 5 |
| 13. Students in this building perceive that teachers genuinely care about their well being and how they are doing in school. | 1 | 2 | 3 | 4 | 5 |
| 14. Students in this building receive a sufficient amount of homework. | 1 | 2 | 3 | 4 | 5 |
| 15. The administration in this district clearly communicates academic priorities to teachers. | 1 | 2 | 3 | 4 | 5 |
| 16. Teachers in this building are cooperative and supportive of each other with respect to providing a quality education for all students. | 1 | 2 | 3 | 4 | 5 |
| 17. The inservice training programs aid you in teaching academic skills more effectively. | 1 | 2 | 3 | 4 | 5 |
| 18. Teachers in this building convey the expectation that all students are expected to achieve at least minimum mastery of the subject matter. | 1 | 2 | 3 | 4 | 5 |
| 19. The district has written learning goals/objectives for your subject matter area(s) which you teach and test. | 1 | 2 | 3 | 4 | 5 |

20. There is a broadly understood instructional focus on student achievement which permeates this building. 1 2 3 4 5
21. In general, how much time (in minutes) does the typical student in your class spend on homework each night?
(Base your estimate on homework for all of the student's teachers.)

----- minutes per night

22. Please list any general comments you have relative to improving the Stew-Stras Schools. (If necessary, please attach an additional page for comments.)

APPENDIX B

Instructions for completing the Teacher Feedback Survey:

1. The survey that you will be completing during the next few minutes has been developed by Dr. David Bartz of Eastern Illinois University. The Purpose for conducting this survey is two-fold: (a) feedback information will be used by Stew-Stras High School Principal, Ed Allen, in his field experience curriculum study to complete requirements of a Specialist Degree in Education at Eastern Illinois University (b) this survey is the initial part of hopefully what will be an ongoing study to update and improve the K-12 curriculum in the Stewardson-Strasburg School District 5A. The Survey is based on the premise that the first step in looking where a school district might improve is to seek input from teachers.
 2. Please follow along on your Teacher Feedback Survey sheet as I read the following instructions:
 - (a) Purpose: The district is presently conducting a study of the school system. Teachers' perceptions and feedback are vitally important to this study. Your responses to this survey will be greatly appreciated.
 - (b) Directions: Please respond honestly and frankly to each statement. Do not put your name on the survey. All responses are anonymous. The survey is not coded in any way to identify your individual responses. If you believe that you do not have sufficient information to respond to a statement, please leave it blank. Use the following rating scale:
- 1=Strongly Agree 2=Agree 3=Not Sure 4=Disagree 5=Strongly Disagree
3. Remember that this is a survey and not a test. There are no right or wrong answers.

4. When you have completed your survey please place it in the envelope provided. When all surveys have been placed in the envelope, it will be sealed and mailed today to Dr. Bartz at Eastern Illinois University. Dr. Bartz will organize and tabulate the survey responses and then provide the results to the District 5A administration. District 5A faculty and administration will review and discuss the feedback results at a later date.

APENDIX C

TEACHER FEEDBACK SURVEY RESULTS

For

Stewardson-Strasburg Public Schools

A SURVEY OF TEACHERS' PERCEPTIONS OF SCHOOL EFFECTIVENESS FACTOR

**David E. Bartz
Department of School Service Personnel
Eastern Illinois University**

February 13, 1984

TEACHER FEEDBACK SURVEY RESULTS

Stewardson-Strasburg Public Schools

ITEM #1 - This building has an orderly and safe climate which is conducive to effective teaching and learning.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding	
Elementary	13 (92.9%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.1	14	
Secondary	4 (28.6%)	9 (64.3%)	0 (0.0%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	1.9	14	
*Total	18 (58.1%)	12 (38.7%)	0 (0.0%)	1 (3.2%)	0 (0.0%)	0 (0.0%)	1.5	31	70

ITEM #2 - The curriculum for the subject matter area(s) in which you teach is effective and up to date.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	7 (50.0%)	6 (42.9%)	0 (0.0%)	0 (0.0%)	1 (7.1%)	0 (0.0%)	1.7	14
Secondary	3 (21.4%)	7 (50.0%)	0 (0.0%)	2 (14.3%)	1 (7.1%)	1 (7.1%)	2.3	13
Total	11 (35.5%)	14 (45.2%)	0 (0.0%)	3 (9.7%)	2 (6.5%)	1 (3.2%)	2.0	30

*Includes elementary, secondary, and teachers who marked "both" on the survey. Results for teachers who marked "both" were not reported separately because there were only three respondents. However, the responses of these three teachers were included in the "total."

ITEM #3 - Teachers in this building provide assistance, when requested, to students outside of regular classroom time.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	7 (50.0%)	7 (50.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.5	14
Secondary	9 (64.3%)	4 (28.6%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.4	14
Total	18 (58.1%)	12 (38.7%)	1 (3.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.5	31

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ITEM #4 - Students in this district are taught effective study skills.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	1 (7.1%)	11 (78.6%)	1 (7.1%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	2.1	14
Secondary	1 (7.1%)	6 (42.9%)	4 (28.6%)	3 (21.4%)	0 (0.0%)	0 (0.0%)	2.6	14
Total	2 (6.5%)	19 (61.3%)	5 (16.1%)	5 (16.1%)	0 (0.0%)	0 (0.0%)	2.4	31

ITEM #5 - Teachers in this building use classroom time wisely and with specific instructional purposes.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	7 (50.0%)	6 (42.9%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.6	14
Secondary	6 (42.9%)	7 (50.0%)	0 (0.0%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	1.7	14
Total	14 (45.2%)	15 (48.4%)	1 (3.2%)	1 (3.2%)	0 (0.0%)	0 (0.0%)	1.6	31

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ITEM #6 - The administration in this district provides effective leadership for quality instruction and curriculum.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	4 (28.6%)	5 (35.7%)	3 (21.4%)	2 (14.3%)	0 (0.0%)	0 (0.0%)	2.2	14
Secondary	2 (14.3%)	9 (64.3%)	1 (7.1%)	2 (14.3%)	0 (0.0%)	0 (0.0%)	2.2	14
Total	6 (19.4%)	17 (54.8%)	4 (12.9%)	4 (12.9%)	0 (0.0%)	0 (0.0%)	2.2	31

ITEM #7 - Teachers in this building are well prepared for class each day.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	8 (57.1%)	5 (35.7%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.5	14
Secondary	5 (35.7%)	7 (50.0%)	1 (7.1%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	1.9	14
Total	14 (45.2%)	14 (45.2%)	2 (6.5%)	1 (3.2%)	0 (0.0%)	0 (0.0%)	1.7	31

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ITEM #8 - Instruction and curriculum in this building are evaluated on the basis of measures of pupil achievement.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	2 (14.3%)	10 (71.4%)	1 (7.1%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	2.1	14
Secondary	0 (0.0%)	3 (21.4%)	7 (50.0%)	3 (21.4%)	1 (7.1%)	0 (0.0%)	3.1	14
Total	2 (6.5%)	15 (48.4%)	9 (29.0%)	4 (12.9%)	1 (3.2%)	0 (0.0%)	2.6	31

ITEM #9 - The board of education places a high priority on the academic achievement of students.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	0 (0.0%)	3 (21.4%)	7 (50.0%)	4 (28.6%)	0 (0.0%)	0 (0.0%)	3.1	14
Secondary	0 (0.0%)	2 (14.3%)	6 (42.9%)	5 (35.7%)	1 (7.1%)	0 (0.0%)	3.4	14
Total	0 (0.0%)	7 (22.6%)	14 (45.2%)	9 (29.0%)	1 (3.2%)	0 (0.0%)	3.1	31

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ITEM #10 - Teachers in this building are good models of conduct and academic commitment for students.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	5 (35.7%)	8 (57.1%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.7	14
Secondary	5 (35.7%)	8 (57.1%)	0 (0.0%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	1.8	14
Total	10 (32.3%)	17 (54.8%)	2 (6.5%)	1 (3.2%)	1 (3.2%)	0 (0.0%)	1.9	31

ITEM #11 - You, as a teacher, are satisfied with the academic achievement of students in this building.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	6 (42.9%)	5 (35.7%)	0 (0.0%)	2 (14.3%)	0 (0.0%)	1 (7.1%)	1.8	13
Secondary	1 (7.1%)	3 (21.4%)	3 (21.4%)	5 (35.7%)	2 (14.3%)	0 (0.0%)	3.3	14
Total	7 (22.6%)	10 (32.3%)	3 (9.7%)	7 (22.6%)	3 (9.7%)	1 (3.2%)	2.6	30

75

ITEM #12 - The administration in this district establishes high expectations for academic achievement of students.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	2 (14.3%)	6 (42.9%)	5 (35.7%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	2.4	14
Secondary	2 (14.3%)	5 (35.7%)	5 (35.7%)	0 (0.0%)	2 (14.3%)	0 (0.0%)	2.6	14
Total	4 (12.9%)	13 (41.9%)	11 (35.5%)	1 (3.2%)	2 (6.5%)	0 (0.0%)	2.5	31

ITEM #13 - Students in this building perceive that teachers genuinely care about their well being and how they are doing in school.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	7 (50.0%)	6 (42.9%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.6	14
Secondary	1 (7.1%)	4 (28.6%)	7 (50.0%)	2 (14.3%)	0 (0.0%)	0 (0.0%)	2.7	14
Total	9 (29.0%)	10 (32.3%)	9 (29.0%)	3 (9.7%)	0 (0.0%)	0 (0.0%)	2.2	31

76

ITEM #14 - Students in this building receive a sufficient amount of homework.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	4 (28.6%)	4 (28.6%)	6 (42.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2.1	14
Secondary	1 (7.1%)	5 (35.7%)	3 (21.4%)	5 (35.7%)	0 (0.0%)	0 (0.0%)	2.9	14
Total	5 (16.1%)	11 (35.5%)	10 (32.3%)	5 (16.1%)	0 (0.0%)	0 (0.0%)	2.5	31

ITEM #15 - The administration in this district clearly communicates academic priorities to teachers.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	2 (14.3%)	7 (50.0%)	4 (28.6%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	2.3	14
Secondary	1 (7.1%)	6 (42.9%)	2 (14.3%)	4 (28.6%)	0 (0.0%)	1 (7.1%)	2.7	13
Total	3 (9.7%)	13 (51.6%)	6 (19.4%)	5 (16.1%)	0 (0.0%)	1 (3.2%)	2.4	30

77

ITEM #16 - Teachers in this building are cooperative and supportive of each other with respect to providing a quality education for all students.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	11 (78.6%)	3 (21.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.2	14
Secondary	10 (71.4%)	3 (21.4%)	0 (0.0%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	1.4	14
Total	23 (74.2%)	7 (22.6%)	0 (0.0%)	1 (3.2%)	0 (0.0%)	0 (0.0%)	1.3	31

ITEM #17 - The inservice training programs aid you in teaching academic skills more effectively.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	2 (14.3%)	3 (21.4%)	3 (21.4%)	5 (35.7%)	1 (7.1%)	0 (0.0%)	3.0	14
Secondary	1 (7.1%)	2 (14.3%)	4 (28.6%)	5 (35.7%)	2 (14.3%)	0 (0.0%)	3.4	14
Total	3 (9.7%)	5 (16.1%)	9 (29.0%)	11 (35.5%)	3 (9.7%)	0 (0.0%)	3.2	31

78

ITEM #18 - Teachers in this building convey the expectation that all students are expected to achieve at least minimum mastery of the subject matter.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	5 (35.7%)	9 (64.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.6	14
Secondary	4 (28.6%)	9 (64.3%)	0 (0.0%)	1 (7.1%)	0 (0.0%)	0 (0.0%)	1.9	14
Total	9 (29.0%)	20 (64.5%)	1 (3.2%)	1 (3.2%)	0 (0.0%)	0 (0.0%)	1.8	31

ITEM #19 - The district has written learning goals/objectives for your subject matter area(s) which you teach and test.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	1 (7.1%)	5 (35.7%)	5 (35.7%)	1 (7.1%)	2 (14.3%)	0 (0.0%)	2.9	14
Secondary	2 (14.3%)	1 (7.1%)	4 (28.6%)	4 (28.6%)	2 (14.3%)	1 (7.1%)	3.2	13
Total	3 (9.7%)	6 (19.4%)	12 (38.7%)	5 (16.1%)	4 (12.9%)	1 (3.2%)	3.0	30

79

ITEM #20 - There is a broadly understood instructional focus on student achievement which permeates this building.

	1-Strongly Agree	2-Agree	3-Not Sure	4-Disagree	5-Strongly Disagree	No Response	Average	Total Number Responding
Elementary	4 (28.6%)	8 (57.1%)	2 (14.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.9	14
Secondary	1 (7.1%)	6 (42.9%)	3 (21.4%)	3 (21.4%)	0 (0.0%)	1 (7.1%)	2.6	13
Total	5 (16.1%)	15 (48.4%)	7 (22.6%)	3 (9.7%)	0 (0.0%)	1 (3.2%)	2.3	30

ITEM #21 - IN GENERAL, HOW MUCH TIME (IN MINUTES) DOES THE TYPICAL STUDENT IN YOUR CLASS SPEND ON HOMEWORK EACH NIGHT? (BASE YOUR ESTIMATE ON HOMEWORK FOR ALL OF THE STUDENT'S TEACHERS.)

Listed below are the average minutes reported for each level.

Elementary	19 Minutes
Secondary	31 Minutes

Twelve of the fourteen (86%) of the elementary teachers responded to this item and thirteen of the fourteen (93%) of the secondary teachers responded. Only one of the three teachers classified as "both" responded. (This response was not included in the above-listed results.)

ITEM #22 - PLEASE LIST ANY GENERAL COMMENTS YOU HAVE RELATIVE TO IMPROVING THE STEW-STRAS SCHOOLS.

Fifteen of the thirty-one (48%) teachers completing the survey made comments. The teacher comments were grouped into the categories presented below based on similarity. The figure to the left of the comments is the number of teachers commenting on the issue. Because some teachers made multiple comments, the total number of comments will exceed **fifteen**.

Students

- (2) Students' attitudes toward school in general, and academic achievement in particular, needs to be improved.
- (1) Students need to be more responsible.
- (2) With respect to students who cause serious disruptions, the administration needs to take a strong stance and teachers need to support this stance. This may mean removing habitual trouble-makers from school (exclusion).

Curriculum

- (1) Establish written learning goals/objectives for subject matter areas.
- (1) Have less emphasis on sports (competitive athletics).
- (1) Improve the physical education program at the elementary level by employing a physical education specialist.
- (1) Improve the science program and science equipment.
- (2) Study halls are ineffective and a poor use of students' time.
- (1) Update the vocational education furniture and equipment.
- (1) Place a greater emphasis on effectively educating gifted students.
- (1) Improve the linkage or articulation between grade levels for science, social studies, and writing skills.
- (1) Establish a diploma for special education students who do not (cannot) meet the requirements of regular education.

Personnel

- (3) Eliminate teacher overloads.
- (3) Improve teachers' salaries.
- (1) Have a fulltime certificated guidance counselor.
- (1) Teachers care about student achievement.

Parents

- (3) Improve parent support and school/parent relationships.

Board Of Education

- (1) The board of education should place a greater emphasis on student achievement.